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ABSTRACT

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with kinds of dining room and food-service work other than serving food directly to a guest. Illustrated information sheets and learning activities are provided in these areas: how to arrange tables and chairs, how to place table coverings, how to fold napkins, how to replenish supplies, sidework tasks, how to review a menu, and how to use a menu board. The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

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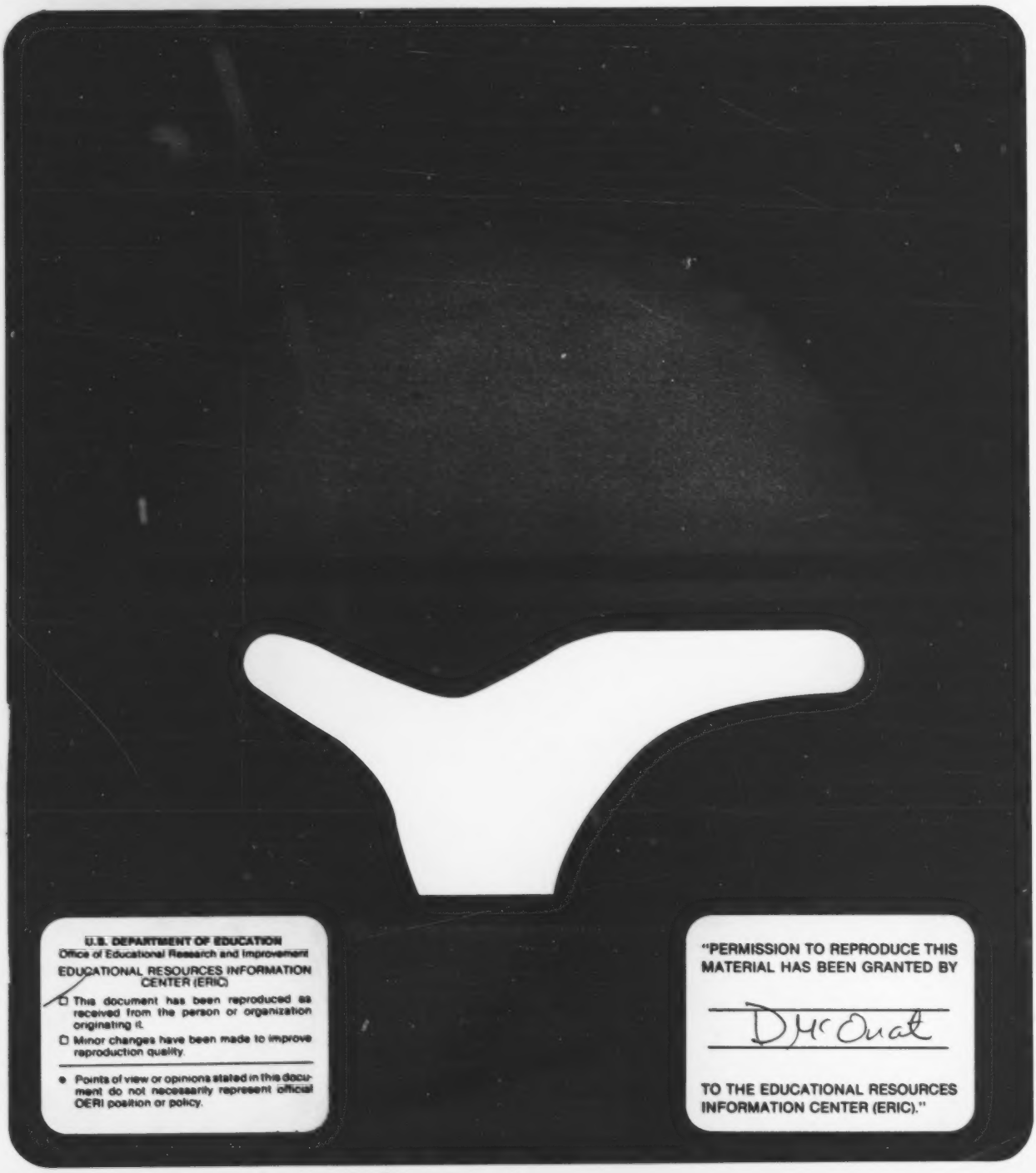
LEARNING ACTIVITY PACK

8.1b

SECTION 8

Dining Room Service/ Performing Sidework

Related Services



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LEARNING ACTIVITY PACKET

8.1b

SECTION 8

Dining Room Service/ Performing Sidework

Related Services

State of Florida
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These materials are endorsed for use in training commercial foods and culinary arts workers by the **Florida Restaurant Association's Education Foundation**.

Purpose and Contents

Purpose

The purpose of LAP 8.1b is to explain kinds of dining-room and food-service work other than serving food directly to a guest. These types of work include arranging and setting tables, folding napkins, and using a menu board.

Remember that each food-service establishment has its special ways of performing these tasks.

Contents

Introduction 2

Vocabulary 5

How to Arrange Tables and Chairs and How to Place Table Coverings 7

How to Fold Napkins 10

How to Replenish Supplies 18
Condiments in Packets 18
Condiments in Bulk Containers 18
Creamers 19
Sugar Bowls 19
Salt and Pepper Shakers 19
Sundries 20
Food at Serving Site 20

Sidework Tasks 25
Filling Display Cases 25
Loading Food Carts 25

How to Review a Menu and How to Use a Menu Board 28

Answer Keys for Written Activities 31

Introduction

Written Test

You will be able to pass the written test for LAP 8.1b when you can successfully complete the following:

1. Match a list of vocabulary words with their correct definitions. (At least 8 out of 9 must be correct.)
2. Identify various types of napkin folds and understand the directions for performing them. (At least 6 out of 7 must be correct.)
3. Identify correct statements about replenishing supplies, daily specials, and the use of a coupon. (At least 15 out of 17 must be correct.)

If you feel that you already know enough to pass the written test for LAP 8.1b before studying it, talk with your instructor.

Skills Test

You will be able to pass the skills test for LAP 8.1b when you complete the following successfully:

1. Arrange tables and chairs according to directions.
2. Place coverings on tables according to directions.
3. Fold napkins to demonstrate the rectangular fold, the tent fold, and the crown fold.
4. Replenish condiments in packets, bulk containers, creamers, sugar bowls, and salt and pepper shakers.
5. Replenish sundries.
6. Replenish food at serving site.
7. Fill display cases.
8. Load food carts.
9. Use a menu board.

REMEMBER . . . your final performance will also be judged on how well you:

- organize your work area for efficient production before starting,
- follow the steps correctly in the right order and
- clean your work area when you are finished.

If you feel you already know enough to pass the skills test for LAP 8.1b before studying the skills, talk with your instructor.

Introduction (continued)

Learning Steps

To help you pass the written and skills tests for this LAP, you should follow these learning steps in order.

Written activities will prepare you for the **written test**. They should all be done on a separate sheet of paper. The answers for these activities are in the back of this LAP. **Do not write in this LAP!**

Practice Checklist Activities will prepare you for the **skills test**. Talk with your instructor before beginning these activities.

1. Read and study **Information Sheet 1:** Vocabulary.
2. Complete **Activity 1:** Matching Vocabulary Words. Check your answers.
3. Read and study **Information Sheet 2:** How to Arrange Tables and Chairs and How to Place Table Coverings.
4. Complete **Activity 2A:** Practice Checklist—Arranging Tables and Chairs.
5. Complete **Activity 2B:** Practice Checklist—Placing Coverings on Tables.
6. Read and study **Information Sheet 3:** How to Fold Napkins.
7. Complete **Activity 3A:** Filmstrip—*The ABCs of Napkin Folding*.
8. Complete **Activity 3B:** Folding Napkins. Check your answers.
9. Complete **Activity 3C:** Practice Checklist—Folding Napkins.
10. Read and study **Information Sheet 4:** How to Replenish Supplies.
11. Complete **Activity 4A:** Practice Checklist—Replenishing Condiments.
12. Complete **Activity 4B:** Practice Checklist—Replenishing Sundries.
13. Complete **Activity 4C:** Practice Checklist—Replenishing Food at Serving Site.
14. Read and study **Information Sheet 5:** Sidework Tasks.
15. Complete **Activity 5A:** Practice Checklist—Filling Display Cases.
16. Complete **Activity 5B:** Practice Checklist—Loading Food Carts.
17. Read and study **Information Sheet 6:** How to Review a Menu and How to Use a Menu Board.

Introduction (continued)

18. Complete **Activity 6A:** Reviewing the Menu for Daily Specials and Coupons. Check your answers.

19. Complete **Activity 6B:** Practice Checklist—Using a Menu Board.

20. Get **Written Test 8.1b** from your instructor and complete it. If you are successful, go on to step 21; if not, talk with your instructor.

21. Have your instructor evaluate you on **Skills Test 8.1b:** Performing Sidework. If you are successful, you have completed this LAP; if not, talk with your instructor.

Information Sheet 1
Vocabulary

The words below are used in this LAP. If you know what they mean from the beginning, it will be easier for you to understand the material and the instructions in this LAP. Study these words, and then check your understanding by completing Activity 1.

1. **condiments**—seasonings or relishes for food, such as pepper, salt, dressing, sauce
2. **goblet**—a drinking glass with a base and stem
3. **head table**—the table at which the guests of honor, speakers, or officials are seated in a dining room; the head table may be raised on platforms or on a stage
4. **place mat**—a small, individual table mat on which a single place setting is laid
5. **replenish**—to fill again
6. **runner**—a long, narrow table covering
7. **sidework**—dining-room work other than serving food
8. **silencer**—a cloth or pad used underneath the tablecloth to reduce noise
9. **sundries**—assorted, miscellaneous, non-food items, such as straws, paper napkins, toothpicks

Activity 1
Matching Vocabulary Words

Directions

On a separate sheet of paper, write each vocabulary word, select the correct definition from the list below, and then write the correct definition after each vocabulary word.

DO NOT WRITE

Vocabulary Words:

1. **sundries** _____
2. **silencer** _____
3. **sidework** _____
4. **runner** _____
5. **replenish** _____
6. **place mat** _____
7. **head table** _____
8. **goblet** _____
9. **condiments** _____

Definitions:

Seasonings or relishes

Miscellaneous non-food items

A drinking glass with a base and stem

A table pad that reduces noise

Dining-room work besides serving food

Where the guest of honor or speaker is seated

To fill up again

A long, narrow table covering

A small, individual table covering

Check your answers in the back of this LAP. If you missed any, review Information Sheet 1.

Information Sheet 2
How to Arrange Tables and Chairs and How to Place Table Coverings

Arrangements

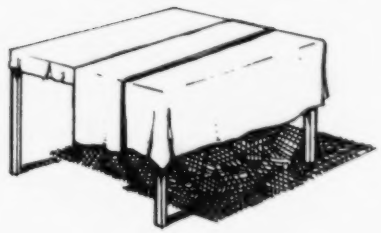
You may need to rearrange tables and chairs to fill the special needs of a client. The client may have a specific arrangement in mind, or the client may tell you what is needed for only the head table.

Once a table arrangement has been selected—usually on the basis of the spacing of doors and windows, the position of the stage and other physical details, and the number of people in the client's party—arrange the tables first. Place the appropriate number of chairs at each table. If necessary, install platforms for the head table.

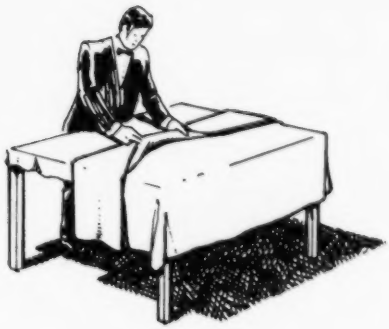
Table Coverings

Before placing any covers, clean the tables *and* the chairs with a solution of mild detergent and warm water. Wipe dry. If a silencer is needed, place it on the table first.

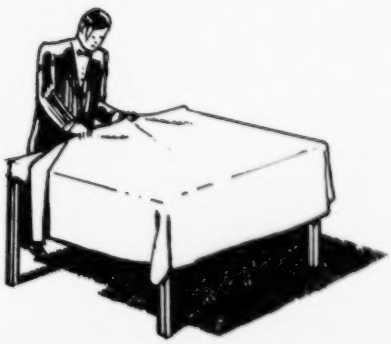
How to place a tablecloth:



Unfold the tablecloth until you reach the "first fold," the fold which divides the cloth in half.



Place the folded cloth on the table so that the "first fold" is in the middle of the table.



Open the cloth and, gathering the top half gently, pull or spread the top half of the cloth over the rest of the table.

If place mats are used, they should be put one inch in from the edge of the table. If runners are used, they should be placed so that edges hang evenly.

Activity 2A

Practice Checklist: Arranging Tables and Chairs

Directions

Write down the steps for this task **on another sheet of paper.** Then ask your instructor for the equipment you will need to practice this skill. FOLLOW THE STEPS CAREFULLY. You may want to look at the information in this LAP to help you perform the task.

Steps

✔	
	1. Select the table arrangement by discussing with the client what is needed.
	2. Arrange the tables.
	3. Place the appropriate number of chairs at each table.
	4. Install platforms for the head table, if necessary.

Standards for Evaluation

✔	
	1. Are there enough tables to fulfill the client's needs?
	2. Are the tables arranged appropriately?
	3. Are there enough chairs at each table?
	4. Have platforms been installed at the head table?

Activity 2B

Practice Checklist: Placing Coverings on Tables

Directions

Write down the steps for this task **on a separate sheet of paper.** Then ask your instructor for the equipment you will need to practice this skill. FOLLOW THE STEPS CAREFULLY. You may want to look at the information in this LAP to help you perform this task.

Steps

✔	
	1. Clean and dry the tabletop and chairs.
	2. Place the silencer on the table first.
	3. Open the tablecloth to its "first fold."
	4. Place the fold of the tablecloth at the middle of the table.
	5. Open the cloth and pull the top half of the cloth over the rest of the table.
	6. Put place mats (if used) one inch from the edge of the table.
	7. Place the runner (if used) so that the edges **hang evenly**.

Standards for Evaluation

✔	
	1. Are the table and chairs clean?
	2. Was the silencer placed on the table first?
	3. Is the tablecloth evenly spread over the tabletop?
	4. Are place mats one inch from the table edge?
	5. Do the edges of the runner hang evenly?

Information Sheet 3
How to Fold Napkins

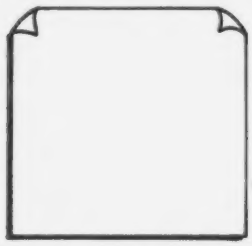
In order to fold napkins, you will need a clean, clear work space.

You may want to work with another student in practicing this skill. It is easier to practice if one person reads the instructions out loud and another person follows the instructions and folds the napkin.

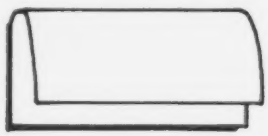
Rectangular Fold

To make a rectangular fold, follow these steps:

1. Use a standard 18-inch linen napkin. Lay it out flat.

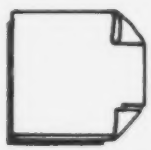


2. Fold the top edge of the napkin down to the bottom edge.



3. Then fold the left edge of the napkin over to the right edge. Now the napkin should be four layers thick.

4. Now fold the right edge of the napkin over to the left edge.

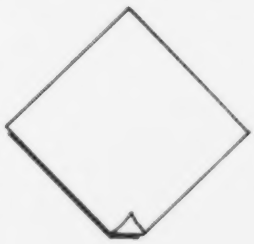


Information Sheet 3 (continued)
How to Fold Napkins

Tent fold

To make a tent fold (also called a pyramid fold), follow these steps:

1. Use a standard 18-inch linen napkin. Lay it out flat with one corner pointing toward you.



2. Fold the bottom corner (the corner pointing toward you) up to the top corner. The napkin should look like a triangle.

3. Fold the left corner up to the top corner.

4. Fold the right corner up to the top corner. All the loose corners should be at the top of the napkin.

5. Carefully turn the napkin over. All the loose corners should still be at the top of the napkin.

Information Sheet 3 (continued)
How to Fold Napkins

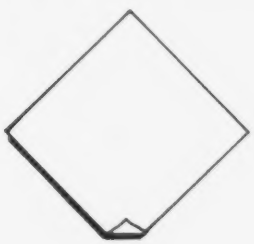
6. Fold the bottom corner up to the top corner. The napkin should look like a triangle.

7. Put your hand under the bottom edge of the triangle and gently lift up until the napkin stands in a tent (or pyramid) shape.

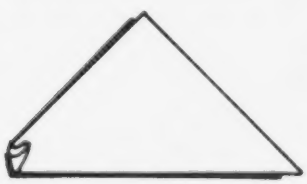
Crown Fold

To make a crown fold, follow these steps:

1. Use a standard 18-inch linen napkin. Lay it out flat with one corner pointing toward you.



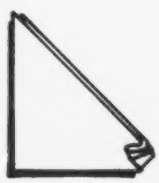
2. Fold the bottom corner up to the top corner.



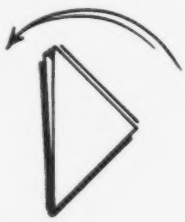
3. Fold the left corner across to the right corner.

Information Sheet 3 (continued)
How to Fold Napkins

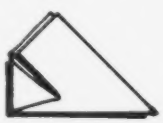
4. Fold the bottom right corner up to the top corner.



5. Turn the napkin around so that it forms a triangle with all the loose corners at the bottom left corner. The bottom right corner should be a fold.



6. Turn the left bottom corner in about three-fourths of the way across the bottom of the triangle.



7. Turn the right bottom corner in about three-fourths of the way across the bottom of the triangle.

8. Tuck the folded right corner into the folded left corner.

9. Gently open up the bottom of the triangle until the napkin stands alone, in a crown-like shape.

Activity 3A

Filmstrip: *The ABCs of Napkin Folding*

If this filmstrip is available, study the techniques it teaches about napkin folding.

If the filmstrip is not available, go on to **Activity 3C:** Practice Checklist—Folding Napkins.

Activity 3B
Folding Napkins

Directions

After you have studied the techniques shown in the filmstrip *The ABCs of Napkin Folding*, answer the following questions **on another sheet of paper.**

1. Which two of the following are purposes of a napkin? (Write out your answers on another sheet of paper.)

   To protect clothes from food stains
   To wrap food in
   To wipe lips and fingers
   To provide a place for your roll or bread

DO NOT WRITE

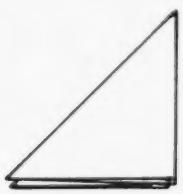
2. (On another sheet of paper, write out the following statement and complete it by selecting the correct phrase from the choices below.)

   To begin folding a napkin, you should first lay the napkin out flat and _____

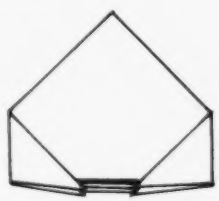
   right side up.
   right side down.
   either side up.

   (For questions 3 through 7, select the correct answer from the word bank on page 16. Write out the answers on another sheet of paper.)

3. Identify the four napkin folds illustrated below.



a.



b.

c.

d.

Activity 3B (continued)
Folding Napkins

4. Which napkin fold begins with the bottom corner pointing toward you?

5. Which napkin fold would you have if you followed these steps?

   Fold right edge over to left edge.
   Fold top edge down to bottom edge.
   Fold top right corner down to lower left corner.

6. Which napkin fold is placed in the water goblet as the last step?

7. Which napkin fold is described by these steps?

   Fold top edge down to bottom edge.
   Fold left edge over to right edge.
   Fold right edge over to left edge.

Word Bank

fan fold
pyramid fold
rectangular fold
triangular fold

Check your answers in the back of this LAP. If you missed any, review the filmstrip, *The ABCs of Napkin Folding*.

Activity 3C

Practice Checklist: Folding Napkins

Directions

Write down the steps for this task **on a separate sheet of paper.** Then ask your instructor for the equipment you will need to practice this skill. FOLLOW THE STEPS CAREFULLY. You may want to look at the information in this LAP to help you perform the task.

Steps

✔	
	1. Select a clean, standard 18-inch linen napkin.
	2. Going step by step, according to the directions studied earlier in the LAP, make each of the following folds:
	a. a rectangular fold
	b. a tent fold
	c. a crown fold
	3. Put the napkin on the table in the appropriate place.

Standards for Evaluation

✔	
	1. Does the student use a clean, standard 18-inch linen napkin for the task?
	2. Is the napkin neatly folded?
	3. For the tent and crown folds, will the napkin stand alone?
	4. Is the napkin put in the correct place on the table?

Information Sheet 4
How to Replenish Supplies

Condiments in Packets

Condiments, including salt, pepper, sugar, catsup, mustard, and others, are often supplied in individual-portion packets of paper, foil, or plastic. These packets are kept on the table or on a serving counter in a container or a special dispenser.

To replenish condiments in packets:

1. Put a cleaning cloth and the needed condiments on a service tray and take them to the area(s) where the condiments need replenishing.
2. Fill the appropriate containers or dispensers with the packets. Straighten the packets neatly.
3. Clean any spots or stains from the container or dispenser.

Condiments in Bulk Containers

Condiments, including catsup and mustard, are often supplied in bulk containers.

To replenish condiments in bulk containers:

1. Put a cleaning cloth, the needed condiments, and necessary equipment (such as a funnel and a dipper) on a service tray and take them to the area(s) where the condiments need replenishing.
2. Remove the cap of the bulk container and clean it inside and outside.
3. Use the dipper and funnel to fill the bulk container with the condiment.
4. Replace the top securely and wipe clean.
5. Clean spots or stains from the container.
6. Wipe up any spilled condiments.

Information Sheet 4 (continued)
How to Replenish Supplies

Creamers

To replenish creamers:

1. Put empty creamers into refrigerator until they are cool.
2. Fill each creamer about three-quarters full.
3. Wipe each creamer with a clean, damp cloth.
4. Polish each creamer with a dry cloth. Make sure there are no drips or smudges on the creamer.
5. Put the creamers on a service tray and take them to the area(s) where the creamers need replenishing.
6. Remove creamers already on tables and replace with the fresh, cool creamers.

Sugar Bowls

To replenish sugar bowls or other sugar containers:

1. Put a cleaning cloth, the sugar, a dipper, and a funnel on a service tray and take them to the area(s) where sugar bowls need replenishing.
2. Wipe the outside of each sugar bowl with the clean, damp cloth.
3. Fill each sugar bowl using the funnel and dipper.
4. Replace lid on bowl. If the lid fastens, make sure it is secure.
5. Wipe up any spills.

Salt and Pepper Shakers

To replenish salt and pepper shakers:

1. Put a cleaning cloth, the salt and pepper, and other equipment, such as a funnel, onto a service tray and take them to the area(s) where shakers need replenishing.
2. Clean the outside of each shaker with the clean, damp cloth.
3. Refill each shaker, using the funnel. Adding a few grains of uncooked rice to the salt in the salt shakers will help prevent moisture from clogging the salt.
4. Clean the shaker top inside and outside. Use a toothpick to unclog holes in the shaker top if necessary. Replace the top securely.
5. Wipe up any spills.

Information Sheet 4 (continued)
How to Replenish Supplies

Sundries

To replenish sundries:

1. Wipe dispensers with a clean, damp cloth. Dry and polish the dispensers. There should be no smudges or stains.
2. Replenish each sundry item in its designated dispenser. Straighten neatly.
3. Return leftover sundries to the proper storage area.

At the Serving Site

How to replenish food at the serving site:

1. Assemble the food, equipment, and supplies needed on a service tray and take them to the serving site.
2. Put the hot foods in proper containers first. Use pot holders or safety gloves to prevent burns.

Note: Improper use of this equipment may be extremely hazardous. Before using it, discuss safety procedures with your instructor, and consult the manufacturer's service manual.

3. Put cold foods in the proper containers.
4. Garnish the foods as needed.
5. Replace covers on containers as needed.
6. Check all temperature controls.
7. Wipe up any spills.

Note: The flow of service should not be interrupted. All food items should be available throughout the serving period. Do not wait until a container is empty to replenish the food.

Activity 4A
Practice Checklist: Replenishing Condiments

Directions

Write down the steps for each task **on a separate sheet of paper**. Then ask your instructor for the equipment and ingredients you will need to practice this skill. FOLLOW THE STEPS CAREFULLY. You may want to look at the information in this LAP to help you perform the tasks.

Steps

✔	
	I. Condiments in packets:
	1. Put a cleaning cloth and the needed condiments on a service tray and take them to the area(s) where the condiments need replenishing.
	2. Fill the appropriate containers or dispensers with the packets. Straighten the packets neatly.
	3. Clean any spots or stains from the container or dispenser.
	II. Condiments in bulk containers:
	1. Put a cleaning cloth, the needed condiments, and necessary equipment (such as a funnel and a dipper) on a service tray and take them to the area(s) where the condiments need replenishing.
	2. Remove the cap of the bulk container and clean it inside and outside.
	3. Use the dipper and funnel to fill the bulk container with the condiment.
	4. Replace the top securely and wipe clean.
	5. Clean spots or stains from container.
	6. Wipe up any spilled condiments.
	III. Creamers:
	1. Use cool creamers from the refrigerator.
	2. Fill each creamer about three-quarters full.
	3. Wipe each creamer with a clean, damp cloth.
	4. Polish each creamer with a dry cloth. Make sure there are no drips or smudges on the creamer.
	5. Put the creamers on a service tray and take them to the area(s) where creamers need replenishing.
	6. Remove creamers already on tables and replace with the fresh, cool creamers.
	IV. Sugar bowls:
	1. Put a cleaning cloth, the sugar, a dipper, and a funnel on a service tray and take them to the area(s) where sugar bowls need replenishing.
	2. Wipe the outside of each sugar bowl with the clean, damp cloth.
	3. Fill each sugar bowl using the funnel and dipper.
	4. Replace lid on bowl. If the lid fastens, make sure it is secure.
	5. Wipe up any spills.

Activity 4A (continued)
Practice Checklist: Replenishing Condiments

	✓
V. Salt and pepper shakers:	
1. Put a cleaning cloth, the salt and pepper, and other equipment, such as a funnel, onto a service tray and take them to the area(s) where shakers need replenishing.	
2. Clean the outside of the shaker with the clean, damp cloth.	
3. Refill each shaker, using the funnel.	
4. Clean the shaker top inside and outside. Replace the top securely.	
5. Wipe up any spills.	

Standards for Evaluation

1. Are the containers or dispensers filled to the proper level?	
2. Are the containers or dispensers clean?	
3. Is the work area clean?	

Activity 4B

Practice Checklist: Replenishing Sundries

Directions

Write down the steps for this task **on a separate sheet of paper**. Then ask your instructor for the equipment and supplies you will need to practice this skill. FOLLOW THE STEPS CAREFULLY. You may want to look at the information in this LAP to help you perform this task.

Steps

✔	
	1. Wipe dispensers with a clean, damp cloth. Dry and polish the dispensers. There should be no smudges or stains.
	2. Replenish each sundry item in the designated dispenser. Straighten neatly.
	3. Return leftover sundries to the proper storage area.

Standards for Evaluation

✔	
	1. Are dispensers filled to proper level?
	2. Are dispensers clean?
	3. Is the work area clean?
	4. Are supplies stored properly?

Activity 4C

Practice Checklist: Replenishing Food at Serving Site

Directions

Write down the steps for this task **on a separate sheet of paper**. Then ask your instructor for the equipment, supplies, and food you will need to practice this skill. FOLLOW THE STEPS CAREFULLY. You may want to look at information in this LAP to help you perform this task.

Steps

✔	
	1. Assemble the food, equipment, and supplies needed on a service tray and take them to the serving site.
	2. Put the hot foods in containers first. **Note:** Improper use of this equipment may be extremely hazardous. Before using it, discuss safety procedures with your instructor and consult the manufacturer's service manual.
	3. Put cold foods in the proper containers.
	4. Garnish the foods as needed.
	5. Replace covers on containers as needed.
	6. Check all temperature controls.
	7. Wipe up any spills.

Standards for Evaluation

✔	
	1. Were hot foods replenished first?
	2. Is food attractively garnished?
	3. Are temperature controls set correctly?
	4. Is the work area clean?

Information Sheet 5
Sidework Tasks

Filling Display Cases

How to fill display cases and shelves:

1. Clean the display case and shelves with a damp cloth.
2. Assemble the prepared food items.
3. Group the foods according to type.
4. Place the food in the display case to attract attention.
5. Arrange the food neatly and attractively in even rows.

Loading Food Carts

How to load the vehicle to transport food to a serving site:

1. Set the temperature controls properly on the hot and cold food carts.
2. Assemble the food, equipment, and supplies that will be placed on the vehicle.
3. Place each item in its designated location on the vehicle.
4. Put hot foods on the cart first. Use hot pads to avoid burns.

DANGER

Note: Improper use of this equipment may be extremely hazardous. Before using it, discuss safety procedures with your instructor and consult the manufacturer's service manual.

Use care when lifting heavy items. Bend at the knees to avoid back strain.

5. Put cold foods on the cart next. Be careful when lifting heavy items.

Activity 5A
Practice Checklist: Filling Display Cases

Directions

Write down the steps for this task **on a separate sheet of paper**. Then ask your instructor for the equipment, supplies, and food you will need to practice this skill. FOLLOW THE STEPS CAREFULLY. You may want to look at the information in this LAP to help you perform the task.

Steps	✔
1. Clean display cases and shelves.	
2. Assemble the prepared food items.	
3. Group the foods by type.	
4. Place the food in the display cases.	
5. Arrange the food in even rows.	

Standards for Evaluation	✔
1. Are the display cases and shelves clean?	
2. Are the foods grouped by type?	
3. Are the foods attractively and neatly arranged?	

Activity 5B
Practice Checklist: Loading Food Carts

Directions

Write down the steps for this task **on a separate sheet of paper.** Then ask your instructor for the equipment, supplies and food you will need to practice this skill. FOLLOW THE STEPS CAREFULLY. You may want to look at the information in this LAP to help you perform this task.

Steps

✔	
	1. Set temperature controls.
	2. Assemble food and supplies.
	3. Place each item on the correct cart. Use proper safety precautions. **Note:** Improper use of this equipment may be extremely hazardous. Before using it, discuss safety procedures with your instructor and consult the manufacturer's service manual.

DANGER

Standards for Evaluation

✔	
	1. Are the temperature controls properly set?
	2. Were hot foods placed on the cart first?
	3. Are foods neatly arranged on carts?
	4. Were good lifting techniques followed?
	5. Were hot pads used to avoid burns?

Information Sheet 6
How to Review a Menu and How to Use a Menu Board

Reviewing the Menu

Daily specials and changes:

How much you know about what is on the menu will affect:

1. your ability to sell food
2. your ability to answer customers' questions.

Study the menu every day. Look for changes in food items, prices, and methods of preparation (how food is cooked).

Know what the daily specials are. Know what side dishes are available.

Special coupons:

Be aware of any discount coupons. Coupons often reduce the cost to the customer of a menu item or a special.

You should know which items can be purchased with a coupon. You should know the regular price of the item as well as the coupon price.

Be sure to check the time during which the coupon is valid. Look for the beginning date and the expiration date (ending date) printed on the coupon.

Using a Menu Board

For cafeteria service:

1. Clean the menu board.
2. Study the menu.
3. List all the menu items or specials on the menu board.

   Note: You may need to assemble individual plastic letters to form the words for the menu board, or you may have to write out the items, for example, with chalk on a blackboard. Print as clearly as you can. Space the letters and words evenly, and be sure you have spelled the items right.

Activity 6A
Reviewing the Menu for
Daily Specials and Coupons

Directions

Read all of the statements below. Then write the *true* statements **on a separate sheet of paper.**

1. You should study and review the menu daily.
2. You should check for price changes.
3. You should look for changes in how certain foods are prepared.
4. It is important to know the daily specials.
5. Coupons are always valid for daily specials.
6. The regular price and the coupon price of a food item usually will differ.
7. Coupons don't give beginning and ending (expiration) dates.

Check your answers in the back of this LAP. If you missed any, review Information Sheet 6.

Activity 6B

Practice Checklist: Using a Menu Board

Directions

Write down the steps for this task **on a separate sheet of paper**. Then ask your instructor for the tools, equipment, and supplies you will need to practice this skill. FOLLOW THE STEPS CAREFULLY. You may want to look at the information in this LAP to help you perform this task.

Steps

✔	
	1. Clean the menu board.
	2. Study the menu for specials.
	3. List specials on the menu board.

Standards for Evaluation

✔	
	1. Is the menu board clean?
	2. Are the specials listed?
	3. Are the words spelled correctly?
	4. Is the lettering neat and evenly spaced?

Answer Keys for Written Activities
Performing Sidework

Activity 1:
Matching Vocabulary Words

1. **sundries**—miscellaneous non-food items
2. **silencer**—a table pad that reduces noise
3. **sidework**—dining-room work besides serving food
4. **runner**—a long, narrow table covering
5. **replenish**—to fill up again
6. **place mat**—a small, individual table covering
7. **head table**—where guest of honor or speaker is seated
8. **goblet**—a drinking glass with base and stem
9. **condiments**—seasonings or relishes

Activity 3B:
Folding Napkins

1. Which two of the following are purposes of a napkin?

   To protect clothes from food stains
   To wipe lips and fingers

2. To begin folding a napkin, you should first lay the napkin out flat and right side down.

3. Identify the four napkin folds illustrated:

   a. triangular fold
   b. pyramid fold
   c. rectangular fold
   d. fan fold

4. Which napkin fold begins with the bottom corner pointing toward you.

   pyramid fold

5. Which napkin fold would you have if you followed these steps?

   triangular fold

6. Which napkin fold is placed in the water goblet as the last step?

   fan fold

7. Which napkin fold is described by these steps?

   rectangular fold

Answer Keys for Written Activities (continued)
Performing Sidework

Activity 6A:
Reviewing the Menu for Daily Specials and Coupons

1. You should study and review the menu daily.
2. You should check for price changes.
3. You should look for changes in how certain foods are prepared.
4. It is important to know the daily specials.
6. The regular price and the coupon price of a food item usually will differ.

(Statements 5 and 7 are false and should not be included.)

State of Florida
Department of Education
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

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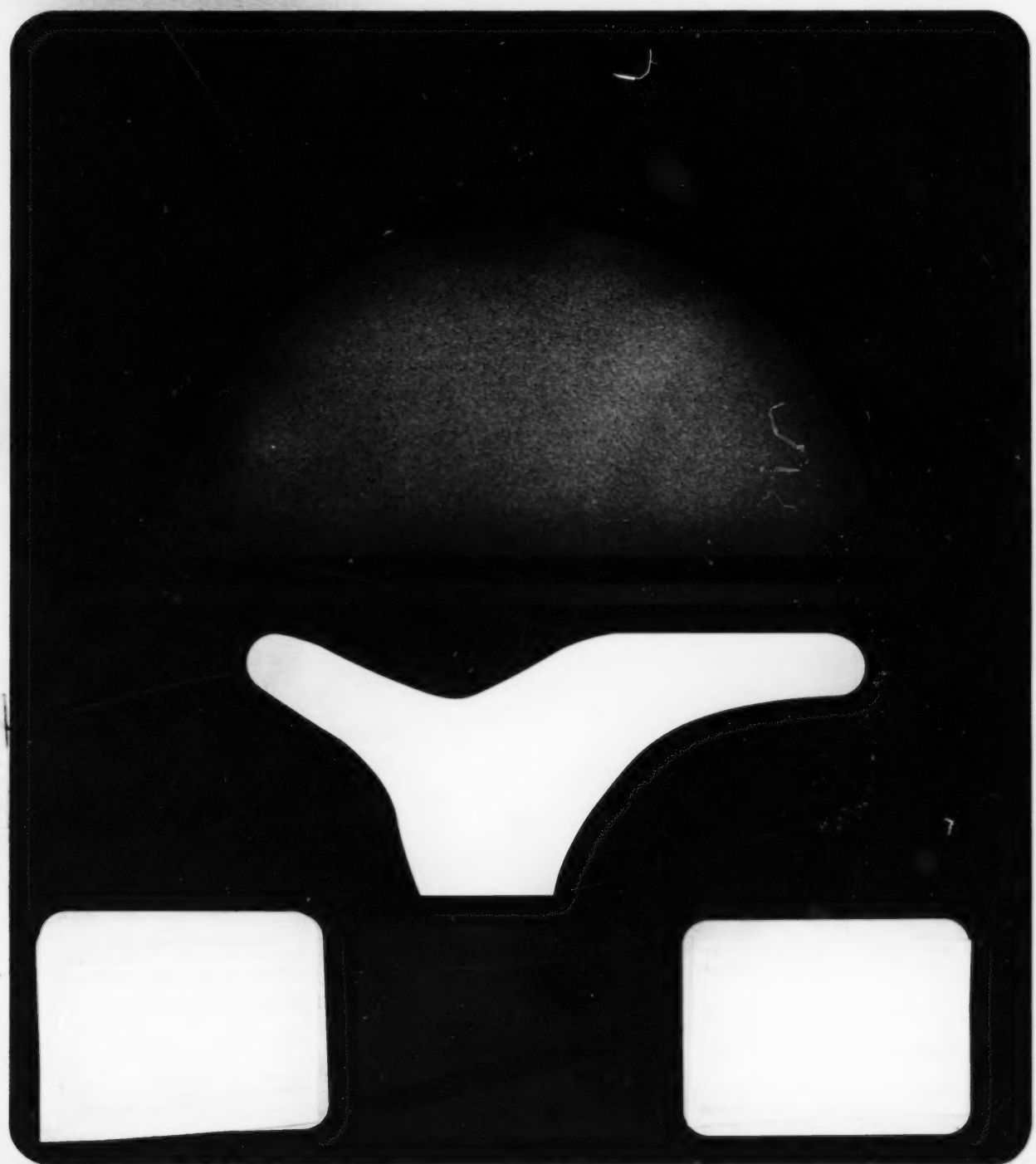
INSTRUCTOR'S GUIDE
LAP
8.1b

Dining Room Service/ Performing Sidework

Related Services



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INSTRUCTOR'S GUIDE LAP 8.1b

Dining Room Service/ Performing Sidework

Related Services

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Tallahassee, Florida
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

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Contents

Contents of Instructor's Guide 8.1b

Instructional Matrix 2

Notes to the Instructor 4

Suggested Instructional Procedures 5

Written Test 8.1b 9

Answer Key for Written Test 8.1b 13

Skills Test 8.1b 15

Contents of LAP 8.1b

Introduction 2

Vocabulary 5

How to Arrange Tables and Chairs and How to Place Table Coverings 7

How to Fold Napkins 10

How to Replenish Supplies 18
Condiments in Packets 18
Condiments in Bulk Containers 18
Creamers 19
Sugar Bowls 19
Salt and Pepper Shakers 19
Sundries 20
Food at Serving Site 20

Sidework Tasks 25
Filling Display Cases 25
Loading Food Carts 25

How to Review a Menu and How to Use a Menu Board 28

Answer Keys for Written Activities 31

Instructional Matrix

Directions If you want to use only part of the materials in this LAP, use this matrix to help you select what you need.

Objectives	Instructional Materials	Practice and Feedback	Evaluation
Knowledge Objectives	**Information Sheets**	**Written Activities**	**Written Test Items**
1. Match 8 out of 9 sidework vocabulary words with their correct definitions.	1: Vocabulary	1: Matching Vocabulary Words	Part I: 1-9
2. Complete statements about napkin-folding techniques. (At least 6 out of 7 should be correct.)	3: How to Fold Napkins 3A: Filmstrip—*The ABCs of Napkin Folding*	3B: Folding Napkins	Part II: 1-7
3. Identify correct statements about reviewing a menu for daily specials and coupons. (All should be correct.)	6: How to Review a Menu and How to Use a Menu Board	6A: Reviewing the Menu for Daily Specials and Coupons	Part III: 11-14 Part III: 15-17
4. Identify correct statements about replenishing condiments, arranging tables, placing table coverings, arranging food in display cases and on food carts, and using a menu board. (At least 8 out of 10 should be correct.)	2: How to Arrange Tables and Chairs and How to Place Table Coverings 4: How to Replenish Supplies 5: Sidework Tasks 6: How to Review a Menu and How to Use a Menu Board		Part III: 1-10
Skill Objectives	**Information Sheets**	**Practice Checklists**	**Skills Test Items**
1. Arrange tables and chairs to meet requirements.	2: How to Arrange Tables and Chairs and How to Place Table Coverings	2A: Arranging Tables and Chairs	Part I
2. Place table coverings, including silencer, tablecloth, runner, and place mats.	2: How to Arrange Tables and Chairs and How to Place Table Coverings	2B: Placing Coverings on Tables	Part II: 1-5

Instructional Matrix (continued)

Objectives	Instructional Materials	Practice and Feedback	Evaluation
Skill Objectives	**Information Sheets**	**Practice Checklists**	**Skills Test Items**
3. Fold napkins in: a. rectangular fold b. tent fold c. crown fold.	3: How to Fold Napkins	3C: Folding Napkins	Part III: 1-3
4. Replenish condiments including those in packets, bulk containers, creamers, salt and pepper shakers, and sugar bowls.	4: How to Replenish Supplies	4A: Replenishing Condiments	Part IV: 1,4
5. Replenish sundries.	4: How to Replenish Supplies	4B: Replenishing Sundries	Part IV: 2,4
6. Replenish food at the serving site.	4: How to Replenish Supplies	4C: Replenishing Food at Serving Site	Part IV: 3,4
7. Fill display cases appropriately.	5: Sidework Tasks	5A: Filling Display Cases	Part V: 1-2
8. Load food carts properly.	5: Sidework Tasks	5B: Loading Food Carts	Part VI: 1-5
9. Use a menu board to advertise daily specials.	6: How to Review a Menu and How to Use a Menu Board	6B: Using a Menu Board	Part VII: 1-3

Notes to the Instructor

General Notes

This is the second in a series of three LAPs about dining-room service. These LAPs can be studied in any order.

OPPS/V-TECS/Career MAP

There are no Florida **OPPS** (Occupational Proficiency Performance Standards), Florida/**V-TECS** (Vocational-Technical Education Consortium of States), or Career MAP (*M*erit *A*chievement *P*lan) competencies covered by this material.

Special Needs

The following materials, which are related to and/or cover this subject, can be used for students who are educable mentally retarded/handicapped (EMR/EMH) or academically disadvantaged as an alternative to or in addition to this LAP:

Series: Career Related Instruction (CRI)
Occupational Cluster: Food Preparation and Service
Titles: *What Is a Buffet Service?*
Tools Used to Serve a Buffet
What Is a Runner?
Filmstrips: *Table Setting, Bussing, and Sidework*. Tarrytown, N.Y.: Prentice-Hall Media, 1982.
The ABCs of Napkin Folding. Food Production and Services Filmstrips, Part One. Tallahassee, Fla.: The Center for Studies in Vocational Education, Florida State University, 1983.

Suggested Instructional Procedures

Individual Instruction

If you choose to use this LAP as a self-paced, self-instructional unit, have the student(s) follow the learning steps as listed below.

Learning Steps in LAP 8.1b

1. Read and study **Information Sheet 1:** Vocabulary.
2. Complete **Activity 1:** Matching Vocabulary Words. Check your answers.
3. Read and study **Information Sheet 2:** How to Arrange Tables and Chairs and How to Place Table Coverings.
4. Complete **Activity 2A:** Practice Checklist—Arranging Tables and Chairs.
5. Complete **Activity 2B:** Practice Checklist—Placing Coverings on Tables.
6. Read and study **Information Sheet 3:** How to Fold Napkins.
7. Complete **Activity 3A:** Filmstrip—*The ABCs of Napkin Folding*.
8. Complete **Activity 3B:** Folding Napkins. Check your answers.
9. Complete **Activity 3C:** Practice Checklist—Folding Napkins.
10. Read and study **Information Sheet 4:** How to Replenish Supplies.
11. Complete **Activity 4A:** Practice Checklist—Replenishing Condiments.
12. Complete **Activity 4B:** Practice Checklist—Replenishing Sundries.
13. Complete **Activity 4C:** Practice Checklist—Replenishing Food at Serving Site.
14. Read and study **Information Sheet 5:** Sidework Tasks.
15. Complete **Activity 5A:** Practice Checklist—Filling Display Cases.
16. Complete **Activity 5B:** Practice Checklist—Loading Food Carts.
17. Read and study **Information Sheet 6:** How to Review a Menu and How to Use a Menu Board.
18. Complete **Activity 6A:** Reviewing Menu for Daily Specials and Coupons. Check your answers.

Suggested Instructional Procedures (continued)

19. Complete **Activity 6B:** Practice Checklist—Using a Menu Board.

20. Get **Written Test 8.1b** from your instructor and complete it. If you are successful, go on to step 21; if not, talk with your instructor.

21. Have your instructor evaluate you on **Skills Test 8.1b:** Performing Sidework. If you are successful, you have completed this LAP; if not, talk with your instructor.

Group Instruction

If you choose to use this LAP as a unit of instruction for more than one student, the following teaching steps are suggested.

Teaching Steps for LAP 8.1b

1. Introduce the subject of sidework.

2. Discuss the objectives of LAP 8.1b.

3. Discuss the vocabulary words with the group.

4. Have the students complete **Activity 1:** Matching Vocabulary Words. Have the students check their answers. Review vocabulary if necessary.

5. Introduce the subject of arranging tables to comply with special reservations. Discuss the types of arrangements a client might request.

6. Discuss the subject of table coverings. Demonstrate how to place silencer, tablecloth, runner, and place mats.

7. Have the students complete **Activities 2A** and **2B**. Evaluate their performances.

8. Introduce the subject of how to fold napkins. Demonstrate the rectangular fold, the tent fold, and the crown fold. Have students practice making these folds. **Note:** Suggest that students work together to master this skill. It is easier if one student reads the directions out loud and another student folds the napkins according to the directions.

9. Have the students complete **Activity 3A:** Filmstrip—*The ABCs of Napkin Folding.* (If the filmstrip is not available, go on to **Activity 3C.**)

10. Have the students complete **Activity 3B:** Folding Napkins. Have them check their answers. Review the filmstrip if necessary.

11. Have the students complete **Activity 3C:** Practice Checklist—Folding Napkins. Evaluate their performances.

Suggested Instructional Procedures (continued)

12. Introduce the topic of replenishing condiments. Demonstrate the methods outlined in **Information Sheet 4**. Discuss how to replenish sundries and how to replenish food at the serving site. **Note:** This material involves use of hot food and warming equipment or steam tables. Improper use of this equipment may be extremely hazardous. Before allowing students to use the equipment, discuss safety procedures with the class and show them how to consult the manufacturer's service manual.

13. Have the students complete **Activities 4A**, **4B**, and **4C**. Evaluate their performances.

14. Introduce the subject of sidework tasks. Discuss and demonstrate the proper ways to fill display cases and to load carts. **Note:** This material involves the use of temperature-controlled food carts and hot food. Improper use of this equipment may be extremely hazardous. Before allowing the students to use the equipment, discuss safety procedures with the class and show them how to consult the manufacturer's service manual.

15. Have the students complete **Activities 5A** and **5B**. Evaluate their performances.

16. Discuss how to review a menu for daily specials and coupons and how to use a menu board. Demonstrate the methods described in **Information Sheet 6**.

17. Have the students complete **Activity 6A**. Have them check their answers. Review **Information Sheet 6** if necessary.

18. Have the students complete **Activity 6B**. Evaluate their performances.

19. Give the students **Written Test 8.1b** to complete. Evaluate the results using the Answer Key in this Instructor's Guide. Make special arrangements for those who do not master this unit.

20. Use **Skills Test 8.1b:** Performing Sidework to evaluate each student. Assign students who do not master tasks satisfactorily to practice more in the kitchen with some assistance.

21. Use the additional instructional activities/enrichment with the group or with individual students.

Additional Instructional Activities/Enrichment

Suggested Readings

Dahmer, Sondra, and Kahl, Kurt. *The Waiter and Waitress Training Manual*, 2nd ed. Boston: CBI Publishers, 1982.

Suggested Instructional Procedures (continued)

Filmstrips

Table Setting, Bussing, and Sidework. Tarrytown, N.Y.: Prentice-Hall Media, 1982.

The ABCs of Napkin Folding. Food Production and Services Filmstrips, Part One. Tallahassee, Fla.: The Center for Studies in Vocational Education, Florida State University, 1983.

Enrichment Activities

1. Direct the students in a panel discussion on the subject of responsibility for sidework duties.
2. Have students role-play as guest and service person. Have students practice placing table coverings during service.
3. Instruct students to make up charts listing specific sidework responsibilities.
4. Visit a restaurant and observe a service person performing sidework duties.
5. Have students make a bulletin board on the topic of sidework duties.
6. Prepare a meal and have students place hot and cold foods in the proper locations for a food cart and a serving line.

Written Test 8.1b

I. Matching Vocabulary Words

Directions

Match each vocabulary word below with the correct definition. Write the letter of the correct definition in the blank beside the word.

Vocabulary Words

_____ 1. **head table**

_____ 2. **sidework**

_____ 3. **runner**

_____ 4. **place mat**

_____ 5. **sundries**

_____ 6. **condiments**

_____ 7. **silencer**

_____ 8. **goblet**

_____ 9. **replenish**

Definitions

a. to fill again

b. a drinking glass with base and stem

c. seasonings, relishes

d. where guest of honor is seated

e. assorted non-food items

f. a small, individual table mat

g. a pad used underneath a tablecloth to reduce noise

h. a long, narrow table covering

i. dining-room work other than serving food

Written Test 8.1b (continued)
II. Folding Napkins

Directions

Read the following statements and look at the illustrations. Complete each statement by writing the letter of the correct response in the blank(s). This portion of the test covers material from the filmstrip, *The ABC's of Napkin Folding*.

1. The two purposes of a napkin are _____ and _____.
   a. to protect clothes from food stains
   b. to wrap food in
   c. to wipe lips and fingers
   d. to provide a place for your bread or roll

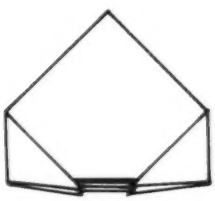
2. To begin folding a napkin, you should lay the napkin out flat and _____.
   a. right side up
   b. wrong side up
   c. either side up

For Questions 3 through 7, answer each question by selecting the correct answer from the word bank on page 11.

3. Identify the four napkin folds illustrated.

_____ a.

_____ b.



_____ c.

_____ d.

4. Which napkin fold begins with the bottom corner pointing toward you? _____

5. Which napkin fold is described by these steps?
   Fold right edge over to left edge.
   Fold the top edge down to bottom edge.
   Fold top right corner down to lower left corner.

   _____

Written Test 8.1b (continued)
II. Folding Napkins

6. Which napkin fold is placed in the water goblet as the last step?

_____

7. Which napkin fold is described by these steps?
   Fold top edge down to bottom edge.
   Fold left edge over to right edge.
   Fold right edge over to left edge.

_____

Word Bank

pyramid fold
rectangular fold
triangular fold
fan fold

Written Test 8.1b (continued)
III. Replenishing Condiments, Reviewing a Menu for Specials

Directions

Read each of the following statements carefully. If the statement is correct, write the word *true* in the blank beside the statement. If the statement is incorrect, write the word *false* in the blank beside the statement.

_____ 1. Fill creamers one-half full when replenishing cream.

_____ 2. Chairs should be placed at the head table for a banquet as the guests arrive.

_____ 3. It is easiest to place a tablecloth on the table by unfolding the cloth completely and pulling it over the table from one end to the other.

_____ 4. Place mats should be positioned four inches in from the edge of the table.

_____ 5. Food should be garnished when it is replenished at the serving site.

_____ 6. Bend from the knees when lifting heavy items.

_____ 7. Rice Krispies may be added to salt shakers to keep the salt from clogging.

_____ 8. Replenish food on the serving line only after a container is totally empty.

_____ 9. The daily specials listed on a menu board will rarely change.

_____ 10. Arrange the food by colors in display cases.

Write down four steps you should take in reviewing a menu for daily specials.

11. _____

12. _____

13. _____

14. _____

Write down three facts you should check when accepting a coupon for a special.

15. _____

16. _____

17. _____

Answer Key for Written Test 8.1b

Criteria for evaluating each section are suggested below.

I. To master this objective, the student should answer 8 out of 9 correctly.

1. d
2. i
3. h
4. f
5. e
6. c
7. g
8. b
9. a

II. To master this objective, the student should answer 6 out of 7 correctly.

1. a and c
2. b
3. a. triangular fold
   b. rectangular fold
   c. pyramid fold
   d. fan fold
4. pyramid fold (also acceptable: tent fold)
5. triangular fold
6. fan fold
7. rectangular fold

III. To master this objective, the student should answer 8 out of 10 correctly.

1. false
2. false
3. false
4. false
5. true
6. true
7. false
8. false
9. false
10. false

To master this objective, the student should answer all four correctly.

11. Check menu daily.
12. Check all price changes.
13. Check changes in method of food preparation.
14. Check for specials and side dishes.

Answer Key for Written Test 8.1b (continued)

To master this objective the student should answer all three correctly.

15. Check beginning and expiration dates on coupon.
16. Compare coupon price and regular price of food item.
17. Know which items can be purchased with a coupon.

Skills Test 8.1b
Performing Sidework

Student's Name _____ Date _____

The Student Can:	Yes	No
I. Arrange tables and chairs according to directions.	___	___
II. Place coverings on tables properly.		
1. Cleaned tables first.	___	___
2. Placed silencer under tablecloth.	___	___
3. Spread tablecloth neatly and evenly.	___	___
4. Spread runner neatly and evenly.	___	___
5. Positioned place mats correctly.	___	___
III. Fold standard 18-inch linen napkins to demonstrate:		
1. Rectangular fold.	___	___
2. Tent fold.	___	___
3. Crown fold.	___	___
IV. Replenish supplies neatly and efficiently.		
1. Replenished condiments in packets, in bulk containers, in creamers, sugar bowls, and salt and pepper shakers.	___	___
2. Replenished sundries in dispenser.	___	___
3. Replenished food at serving site, observing safety precautions.	___	___
4. Cleaned work area well.	___	___
V. Fill display cases and shelves properly.		
1. Cleaned work area well.	___	___
2. Grouped food by type in an attractive manner.	___	___
VI. Load food carts properly.		
1. Set temperature controls correctly.	___	___
2. Filled hot-food cart first.	___	___
3. Arranged food neatly and attractively.	___	___
4. Cleaned work area well.	___	___
5. Observed safety precautions.	___	___

Skills Test 8.1b (continued)
Performing Sidework

	Yes	No
VII. Use a menu board to advertise daily specials.		
1. Cleaned menu board well before starting.	___	___
2. Listed all appropriate specials.	___	___
3. Spelled correctly and lettered neatly and evenly.	___	___

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Department of Education
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
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